



## East Stroudsburg Area School District Reading Edge - Grades 6, 7 & 8



### **Description:**

The East Stroudsburg Area School District's Reading Edge planned course for grades 6 through 8 reflects the Pennsylvania Academic Standards for English Language Arts (March, 2014), and the Pennsylvania Department of Education Assessment Anchors and Eligible Content (April, 2014). It provides a framework of content designed to maximize successful mastery of English Language Arts, addressing six major instructional shifts in ELA, use and application of the Habits of Mind, and thinking strategies for close and critical reading.

The Reading Edge Curriculum is designed to address the needs of a diverse population of learners and provide remediation to enhance mastery of the skills and concepts found in the following domains: reading literature, reading informational text, writing, and speaking and listening. The focus of this planned course will be on student acquisition and use of comprehension strategies. Through explicit instruction, modeling, and practice, students will consciously use reading strategies, building towards automaticity of strategy use while reading. The goal is for students to become purposeful, active readers, who are in control of their own comprehension, and develop the skills and competencies to interpret, understand, and analyze complex text.

### **Rationale:**

Students are enrolled in this planned course because they have been identified as being “at-risk” for reading success, reading below grade level, and/or are struggling academically. Students are identified utilizing multiple data points, which include, but are not limited to: PSSA, Classroom Diagnostic Tools (CDT's), core course grades, DIBELS (for incoming 6th grade students), and teacher and/or parent recommendations.

### **Protocol:**

This planned course includes the following units, with reading strategy instruction, modeling, and practice embedded throughout both:

#### **1) Reading Informational Text**

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Vocabulary Acquisition and Use
- Text Dependent Analysis



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**2) Reading Literature**

- Key Ideas and Details
- Craft and Structure
- Vocabulary
- Text Dependent Analysis

**Important note:** This half-year planned course may not necessarily cover all of the eligible content listed in both units, as concepts and instruction will be based upon student need and provides for differentiated instruction. Course teachers will utilize the abovementioned data to determine strengths and weaknesses of individual students, and plan instruction accordingly. The concepts and competencies contained within these units represent those that students have historically struggled with, and serve as a reference point to guide instruction. Each unit includes a progression of skills for the selected concepts to allow the teacher to identify where a student is currently functioning, and what competencies he/she needs to acquire in order to attain mastery of grade-level concepts.

Unit Focus Standards Addressed	Thinking Strategies Addressed	Graphic Organizers
<p><b>Informational Text:</b>            CC.1.3.5.A, CC.1.3.5.B, CC.1.3.5.D, CC.1.3.5.E, CC.1.3.5.F, CC.1.3.5.H, CC.1.3.5.K, CC.1.3.5.L  <i>All of the above also apply to Grades 6-8.</i></p> <p><b>Literature:</b>            CC.1.3.5.A, CC.1.3.5.B, CC.1.3.5.D, CC.1.3.5.F, CC.1.3.5.H, CC.1.3.5.I, CC.1.3.5.K  <i>All of the above also apply to Grades 6-8.</i></p> <p><b>Text Dependant Analysis (TDA)</b>            EO5.E.1.1.1, EO5.E.1.1.2, EO5.E.1.1.3, EO5.1.1.4, EO5.1.1.5, EO5.1.1.6  <i>All of the above also apply to Grades 6-8</i></p>	<ul style="list-style-type: none"> <li>• Predicting</li> <li>• Previewing</li> <li>• Using background knowledge (schema)</li> <li>• Visualizing</li> <li>• Determining Importance</li> <li>• Questioning</li> <li>• Making Inferences</li> <li>• Analyzing</li> <li>• Synthesizing</li> <li>• Clarifying</li> <li>• Monitoring for meaning</li> <li>• Summarizing &amp; Paraphrasing</li> <li>• Evaluating</li> <li>• Reading Closely &amp; Critically</li> <li>• Test-taking strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Webs</li> <li>• T-Chart</li> <li>• Venn Diagram</li> <li>• Plot Diagram</li> <li>• ANSWER KEY to Open Response</li> <li>• Five W's template</li> <li>• Evidence/interpretation T-Chart</li> <li>• Outline</li> <li>• Teacher generated</li> </ul>



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**Resources** - Teachers will choose from among resources, based upon student need and interest.

- Bluford Novels
- *I'm Studying Reading*, Perfection Learning (2001)
- *Keep on Reading*, People's Publishing Group (2007)
- *Project Achievement Reading*, Scholastic (1999)
- *Reader's Handbook*, Great Source (2002)
- Scope Magazine, Scholastic
- *Source Book*, Great Source (2001)
- Internet sources
- Short Stories of various genres
- Vocabulary development sites
- *Reading for Information I*, Saddleback Publishing (2002)
- *Word Ladders*, Scholastic (2005)
- *Root Words A1, B1*, Critical Thinking (2005)
- *Reading Detective A1, B1, Rx*, Critical Thinking (2001)
- *Spotlight on Literacy Elements*, Scholastic (2004)
- Action Book Collections, Scholastic (2003)
- Other references as determined by teacher



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Unit: Literature

**Content Statement:** Students read and respond to works of literature with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

PSSA Anchors and Eligible Content	Unit Concepts – What students need to know:	5 <sup>TH</sup> GRADE COMPETENCIES Students will be able to:	6 <sup>TH</sup> GRADE COMPETENCIES Students will be able to:	7 <sup>TH</sup> GRADE COMPETENCIES Students will be able to:	8 <sup>TH</sup> GRADE COMPETENCIES Students will be able to:
CC.1.3.5.A CC.1.3.6.A CC.1.3.7.A CC.1.3.8.A	Determine plot (including conflict, rising action, climax, resolution) and theme of a text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. Concepts: <ul style="list-style-type: none"> <li>● Plot development</li> <li>● How characters respond to conflict</li> <li>● Theme</li> </ul>	<ul style="list-style-type: none"> <li>● Determine plot in               <ul style="list-style-type: none"> <li>○ Poems</li> <li>○ Fables</li> <li>○ Folktales</li> <li>○ Myths</li> <li>○ Dramas</li> </ul> </li> <li>● Analyze details about characters and plot to determine the theme of a text and locate particular details that convey the theme</li> <li>● Summarize what the text says.</li> </ul>	<ul style="list-style-type: none"> <li>● Connect conclusions about characters, plot and/or symbols to determine theme</li> <li>● Determine the theme for the central idea of a literary work</li> <li>● Explain how particular details reveal the theme or convey the central idea</li> <li>● Summarize the literary work using events from the beginning, middle, and end of a text without using personal opinion</li> </ul>	<ul style="list-style-type: none"> <li>● Analyze development of text</li> </ul>	<ul style="list-style-type: none"> <li>● Describe the relationship between central ideas and character setting and plot</li> <li>● Determine a theme or central idea of a text and analyze its development over the course of the text.</li> </ul>



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Unit: Literature

<b>PSSA Anchors and Eligible Content</b>	<b>Unit Concepts – What students need to know:</b>	<b>5<sup>TH</sup> GRADE COMPETENCIES</b>  <b>Students will be able to:</b>	<b>6<sup>TH</sup> GRADE COMPETENCIES</b>  <b>Students will be able to:</b>	<b>7<sup>TH</sup> GRADE COMPETENCIES</b>  <b>Students will be able to:</b>	<b>8<sup>TH</sup> GRADE COMPETENCIES</b>  <b>Students will be able to:</b>
CC.1.3.5.B CC.1.3.6.B CC.1.3.7.B CC.1.3.8.B	Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences, and generalizations. Identify, interpret, and describe point of view. Concepts: <ul style="list-style-type: none"> <li>• Explicitly stated information from text</li> <li>• How to make an inference</li> <li>• Textual evidence/support</li> </ul>	<ul style="list-style-type: none"> <li>• Identify what the text says explicitly</li> <li>• Distinguish between what the text explicitly states vs. what the text implies (hints at)</li> <li>• Use background knowledge and hints from the text to make inferences and/or generalizations</li> <li>• Identify the point of view and describe how narrator or speaker’s point of view influences how events are described</li> <li>• Describe an author’s purpose and explain how it is conveyed in text</li> </ul>	<ul style="list-style-type: none"> <li>• Locate and cite textual evidence to support analysis of what text says</li> <li>• Use background knowledge and hints from the text to make inferences</li> <li>• Identify site appropriate text support for inference about authors decisions and literary elements in a text</li> <li>• Make critical or analytical judgments to make generalizations</li> <li>• Draw conclusions about characters and events in a text</li> </ul>	<ul style="list-style-type: none"> <li>• Cite specific evidence when writing or speaking to support inferences, conclusions, or generalizations</li> </ul>	<ul style="list-style-type: none"> <li>• Make, test, and revise predictions as they read</li> </ul>



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CC.1.3.5.C CC.1.3.6.C CC.1.3.7.C CC.1.3.8.C	Compare and contrast two or more characters, settings, or events in a story or drama, draw on specific details in the text. Concepts: <ul style="list-style-type: none"> <li>● Story elements (characters, setting, plot)</li> </ul>	<ul style="list-style-type: none"> <li>● Compare and contrast               <ul style="list-style-type: none"> <li>○ Characters</li> <li>○ Setting</li> <li>○ Plot</li> </ul> </li> <li>and provide specific details from the text</li> </ul>	<ul style="list-style-type: none"> <li>● Identify and describe the story elements in a literary work</li> <li>● Identify and describe elements of drama in a literary work</li> <li>● Identify, describe, and explain how the plot unfolds</li> <li>● Identify parts of the plotline</li> <li>● Identify conflict in literary work</li> <li>● Identify character types and roles</li> <li>● Describe how a character responds or changes as the plot moves towards resolution</li> </ul>	<ul style="list-style-type: none"> <li>● Explain changes in setting</li> <li>● Explain how characters, events, setting, and plot elements interact and create mood</li> </ul>	<ul style="list-style-type: none"> <li>● Identify various types of conflicts</li> <li>● Identify dialogue and explain what specific lines of dialogue reveal about characters</li> <li>● Analyze how specific lines of dialogue or incidences in a story or drama propel the action, reveal aspects of a character, or provoke a decision</li> </ul>



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CC.1.3.5.D CC.1.3.6.D CC.1.3.7.D CC.1.3.8.D	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. Concepts: <ul style="list-style-type: none"> <li>● Author’s viewpoint, focus attitude, bias</li> <li>● Compare &amp; Contrast</li> </ul>	<ul style="list-style-type: none"> <li>● Identify an author’s point of view</li> <li>● Find similarities and differences in point of view</li> </ul>	<ul style="list-style-type: none"> <li>● Describe the author’s overall purpose for writing a text</li> <li>● Explain the differences between various points of view</li> <li>● Describe the point of view of the narrator or speaker in a text</li> <li>● Explain how chosen point of view helps the narrator or speaker develop the story to achieve the author’s purpose</li> </ul>	<ul style="list-style-type: none"> <li>● Apply knowledge of point of view and characterization to determine multiple narrators</li> </ul>	<ul style="list-style-type: none"> <li>● Determine points of views of characters</li> <li>● Identify difference(s) in points of view in the characters and the audience or the reader</li> </ul>



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CC.1.3.5.F CC.1.3.6.F CC.1.3.7.F CC.1.3.8.F	<p>Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language. (Demonstrate understanding of words by relating them to their antonyms and synonyms)</p> <p>Concepts:</p> <ul style="list-style-type: none"> <li>● Literal meaning</li> <li>● Figurative or non-literal meaning</li> <li>● Context clues</li> </ul>	<ul style="list-style-type: none"> <li>● Identify and interpret figurative language</li> <li>● Use context clues to determine the meaning of unknown words/phrases</li> </ul>	<ul style="list-style-type: none"> <li>● Explain how authors use language choice to create an effect (mood and tone)</li> <li>● Analyze how specific word choice impacts the meaning and tone of a text</li> </ul>	<ul style="list-style-type: none"> <li>● Determine figurative and connotative meaning of words and phrases</li> <li>● Use evidence from literary text to support analysis of word choice</li> </ul>	<ul style="list-style-type: none"> <li>● Determine the appropriate definition of words that have more than one meaning</li> </ul>





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CC.1.3.5.H CC.1.3.6.H CC.1.3.7.H CC.1.3.8.H	Compare and contrast texts in the same genre on their approaches to similar themes and topics as well as additional literary elements. Concepts: <ul style="list-style-type: none"> <li>● Theme</li> <li>● Literary Elements</li> </ul>	<ul style="list-style-type: none"> <li>● Identify theme</li> <li>● Compare and contrast stories in the same genre in terms of how they treat a similar theme or topic</li> </ul>	<ul style="list-style-type: none"> <li>● Define genre and describe various genres of text, such as a story, poem, historical novel, etc.</li> </ul>	<ul style="list-style-type: none"> <li>● Compare and contrast historical fiction with a historical account of the same period</li> </ul>	<ul style="list-style-type: none"> <li>● Compare the literary elements of a modern fiction text to a traditional fiction text</li> <li>● Cite the textual evidence that most strongly supports and analysis of what the text says explicitly as well as inferences drawn from the text</li> <li>● Use evidence from literary text to support analysis and reflection</li> <li>● Present findings</li> </ul>



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CC.1.3.5.1 CC.1.3.6.1 CC.1.3.7.1 CC.1.3.8.1	Determine or clarify the meaning of unknown and multiple meaning words based upon grade-level reading and content, choosing flexibly from a range of strategies and tools.	<ul style="list-style-type: none"> <li>● Use context (e.g. definitions, examples, or restatements) as a clue to the meaning of a word or phrase</li> <li>● Determine the meaning of a new word formed when a known affix is added to a known word</li> <li>● Use a known root word as a clue to the meaning of an unknown word with the same root</li> </ul>	<ul style="list-style-type: none"> <li>● Find and flexibly use appropriate strategies to determine the meaning of unknown and multiple-meaning words               <ul style="list-style-type: none"> <li>○ Context clues</li> <li>○ Root words</li> <li>○ Affixes</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Use common, grade appropriate Greek or Latin affixes and roots as clues to the meaning of a word</li> </ul>	



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CC.1.3.5.K CC.1.3.6.K CC.1.3.7.K CC.1.3.8.K	Read and comprehend literature on grade level, reading independently and proficiently.	<ul style="list-style-type: none"> <li>• Read and comprehend literature</li> </ul>	<ul style="list-style-type: none"> <li>• Read various of literature fluently</li> <li>• Monitor comprehension</li> </ul>		



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No PA Core Standard – ESASD District Curriculum Requirement	Demonstrate understanding of literary devices and how authors use them to give meaning in literature.	<ul style="list-style-type: none"> <li>● Identify               <ul style="list-style-type: none"> <li>○ Rhyme</li> <li>○ Rhythm</li> <li>○ Shades of meanings among related words</li> <li>○ Personification</li> <li>○ Alliteration</li> <li>○ Similes</li> <li>○ Metaphors</li> <li>○ Adages</li> <li>○ Idioms</li> <li>○ Proverbs</li> <li>○ Hyperbole</li> <li>○ Personification</li> <li>○ Synonyms</li> <li>○ Antonyms</li> <li>○ Non-literal phrases</li> <li>○ Homographs (Multi-meaning words)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Identify the nuances (shades of meaning of words with similar definitions)</li> <li>● Acquire and accurately use grade appropriate general academic and domain specific words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>● Distinguish among the connotations (associations) of words with similar denotations (definitions)</li> </ul>	



Unit: Literature

<b>PSSA Anchors and Eligible Content</b>	<b>Unit Concepts – What students need to know:</b>	<b>Unit Concepts – What students need to know (continued):</b>	<b>5<sup>TH</sup>– 8<sup>TH</sup> GRADE COMPETENCIES</b>  <b>Students will be able to:</b>	<b>5<sup>TH</sup>– 8<sup>TH</sup> GRADE COMPETENCIES</b>  <b>Students will be able to:</b>	<b>5<sup>TH</sup>– 8<sup>TH</sup> GRADE COMPETENCIES</b>  <b>Students will be able to:</b>
<p>TEXT DEPENDENT ANALYSIS</p> <p>E05.E.1.1.1 E05.E.1.1.2 E05.E.1.1.3 E05.E.1.1.4 E05.E.1.1.5 E05.E.1.1.6</p> <p>E06.E.1.1.1 E06.E.1.1.2 E06.E.1.1.3 E06.E.1.1.4 E06.E.1.1.5 E06.E.1.1.6</p> <p>E07.E.1.1.1 E07.E.1.1.2 E07.E.1.1.3 E07.E.1.1.4 E07.E.1.1.5 E07.E.1.1.6</p> <p>E08.E.1.1.1 E08.E.1.1.2 E08.E.1.1.3 E08.E.1.1.4 E08.E.1.1.5 E08.E.1.1.6</p>	<ul style="list-style-type: none"> <li>• Introduce text(s) for the intended audience, state a topic, and create and organization structure in which ideas are logically grouped to support the writers purpose</li> <li>• Develop the analysis using a variety of evidence from text to support claims, opinions, and inferences</li> <li>• Link ideas within and across categories of information using words, phrases, and clauses</li> </ul>	<ul style="list-style-type: none"> <li>• Use precise language and domain specific vocabulary to inform about or explain the topic</li> <li>• Establish and maintain a formal style</li> <li>• Provide a concluding section that follows from and supports the analysis presented</li> </ul>	<p><b>Note: <i>The following competencies apply to all grade levels.</i></b></p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of the text</li> <li>• Use strong organizational structure that effectively supports the focus and ideas</li> <li>• Reference the main idea and relevant key ideas of the text to support the writer’s purpose</li> <li>• Analyze text</li> <li>• Form opinions using evidence from the text as support</li> <li>• Make inference using evidence from the text as support</li> </ul>	<ul style="list-style-type: none"> <li>• Effectively address all parts of the task demonstrating in depth analytical understanding of the text</li> <li>• Analyze explicit and implicit meaning from text to effectively support claims, opinions, ideas, and inferences</li> <li>• Use accurate and direct reference to the text using relevant key details such as quotes, facts, and/or definitions</li> <li>• Use transitions to link ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Use specific language and domain specific vocabulary drawn from the text to explain the topic and/or convey experiences/events</li> <li>• Use an introduction, development, and conclusion identifying an opinion, topic, or controlling idea related to the text</li> </ul>



Unit: Informational Text

**Content Statement:** Students read and respond to **informational text** with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

Eligible Content/ PSSA Anchors	Unit Concepts – What students need to know	5 <sup>TH</sup> GRADE COMPETENCIES	6 <sup>TH</sup> GRADE COMPETENCIES	7 <sup>TH</sup> GRADE COMPETENCIES	8 <sup>TH</sup> GRADE COMPETENCIES
CC.1.2.5.A CC.1.2.6.A CC.1.2.7.A CC.1.2.8.A	Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text. Concepts: <ul style="list-style-type: none"> <li>• Difference between main ideas and key details in an informational text</li> <li>• Characteristics of a summary</li> </ul>	<ul style="list-style-type: none"> <li>• Students will recognize how ideas are organized in an informational text.</li> <li>• Students will find the main ideas and explain how they are supported by key details.</li> <li>• Students will summarize the main ideas in a text.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize how ideas are organized in an informational text</li> <li>• Describe or graphically represent the relationship between central/main ideas and details</li> <li>• Explain how the main ideas are supported by key details</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze how ideas are organized and developed in an informational text</li> </ul>	<ul style="list-style-type: none"> <li>• Summarize the main ideas objectively in an informational txt.</li> </ul>



Unit: Informational Text

PSSA Anchors and Eligible Content	Unit Concepts – What students need to know	5 <sup>TH</sup> GRADE COMPETENCIES	6 <sup>TH</sup> GRADE COMPETENCIES	7 <sup>TH</sup> GRADE COMPETENCIES	8 <sup>TH</sup> GRADE COMPETENCIES
CC.1.2.5.B CC.1.2.6.B CC.1.2.7.B CC.1.2.8.B	Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences and/or generalizations. Concepts: <ul style="list-style-type: none"> <li>● Explicitly stated information from text</li> <li>● How to make an inference and/or generalization</li> <li>● Textual evidence/support</li> </ul>	<ul style="list-style-type: none"> <li>● Students will identify what the text says explicitly.</li> <li>● Students will distinguish between what the text explicitly states vs. what the text implies (hints at).</li> <li>● Students will use background knowledge and hints from the text to make inferences and generalizations.</li> <li>● Students will cite evidence by quoting accurately.</li> </ul>	<ul style="list-style-type: none"> <li>● Locate and cite textual evidence to support analysis of what text says.</li> <li>● Identify/cite appropriate text support for inferences</li> <li>● Make critical or analytical judgments to make generalizations</li> </ul>	<ul style="list-style-type: none"> <li>● Analyze explicit details</li> <li>● Make inferences, generalizations and draw conclusions</li> <li>● Determine what the text says explicitly and to make logical inferences from it</li> <li>● Cite specific evidence when writing or speaking to support inferences, conclusions or generalizations</li> </ul>	<ul style="list-style-type: none"> <li>● Use background knowledge to help draw conclusions and to respond to text.</li> <li>● Use the combination of explicitly stated information, background knowledge and connections to the text to answer questions they have as they read.</li> </ul>



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CC.1.2.5.D CC.1.2.6.D CC.1.2.7.D CC.1.2.8.D	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. Concepts: <ul style="list-style-type: none"> <li>● Author’s viewpoint/focus attitude/bias</li> <li>● Compare &amp; Contrast</li> <li>● Author’s Purpose</li> </ul>	<ul style="list-style-type: none"> <li>● Students will identify an author’s point of view.</li> <li>● Students will evaluate point of view in multiple versions of the same event or topic and locate important similarities and differences in the authors’ points of view</li> </ul>	<ul style="list-style-type: none"> <li>● Determine the difference between an author’s point of view and author’s purpose</li> <li>● Identify a text as being in 1st, 2nd, or 3rd person point of view.</li> <li>● Describe the author’s overall purpose for writing a text</li> <li>● Determine the author’s point of view through attention to word choice, punctuation, and emphasis on ideas.</li> </ul>	<ul style="list-style-type: none"> <li>● Identify/Analyze author’s point of view or purpose and distinguish his or her position from that of others.</li> </ul>	<ul style="list-style-type: none"> <li>● Explain how the author controls what the reader knows</li> <li>● Identify how conflicting evidence or views are addressed.</li> </ul>

**Vocabulary** is embedded in all units. See Literature Unit, page 7 for concepts and competencies.

**Text-Dependent Analysis** to be done with informational text. See Literature Unit, page 10 for list of concepts and competencies.